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TITLE IV, THE "HELP" PROGRAM IS EXPANDED.

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THE ADMINISTRATION BY THE U.S. OFFICE OF EDUCATION OF THE COMPLIANCE PROGRAM OF THE CIVIL RIGHTS ACT OF 1964 HAS BEEN REORGANIZED. UNDER NEW GUIDELINES GREATER STRESS HAS BEEN PUT ON TECHNICAL ASSISTANCE AVAILABLE UNDER TITLE IV OF THE ACT. BUDGET AND STAFF HAVE BEEN INCREASED, AND A NEW DIRECTOR HAS BEEN APPOINTED WHO ALSO ACTS AS LIAISON WITH THE ADMINISTRATORS OF OTHER U.S. OFFICE OF EDUCATION PROGRAMS. THE TITLE IV PROGRAM OPERATES BY REQUEST ONLY FROM SCHOOL DISTRICTS OR STATE AGENCIES WHICH ASK FOR HELP WITH DESEGREGATION PROBLEMS. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 9, MAY 1968. (NH)

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TITLE IV

THE "HELP" PROGRAM IS EXPANDED

By Jim Leeson

The U.S. Office of Education has reorganized and expanded its program for Title IV, the "carrot" of the Civil Rights Act of 1964 that offers help to school districts having trouble with the Title VI "stick" which requires districts to desegregate or lose federal funds. In the reorganization af the entire compliance program for the Department of Health, Education and Welfare last fall, the Title IV program was given its own identity with a full-time director who can co-ordinate his projects with other USOE programs. A bigger budget this year and a larger staff have permitted a shift of emphasis toward a more individual approach to a school system's problems.

Title IV of the 1964 act authorizes the commissioner of education to provide technical assistance, grants and training institutes as means of helping school districts desegregate. Until this year, the program played a secondary role under the Title VI compliance program and was limited primarily to grants and training institutes. Now the new director of the Title IV program, Dr. Greg Anrig, has put the emphasis on technical assistance.

"When the program started back in 1964," Anrig recalls, "there was a need at that time and in that climate to break the ice on segregation, to get people throughout the South, and in some places in the North, to talking about it. Title IV was very effective in breaking the ice, in having meetings and in bringing people together to discuss these things, often in biracial groups for the first time. But you don't go on breaking the ice endlessly."

"There comes a point at which you get on to the job of actually carrying out desegregation. I think we are at the point now where there's acceptance—sometimes reluctant—to desegregate. That's why we feel this technical assistance role is particularly pertinent. The time is right for it and we have the staffing for it."

In its first budget increase since 1964, Title IV program funds jumped from $6.5 million to a total $8.5 million for fiscal 1968, which includes the 1967-68 school year. The program has had as few as three people and never more than 20 full-time. The larger budget authorized 92 positions and Anrig has almost completed staffing.

Although the shift has been from grants and institutes, these still are being funded. Anrig offered these comparisons: 31 institutes funded last year, four this year; 12 university centers last year, 15 this year. Grants to state education departments also are being increased. Last year, eight state departments received grants to provide technical assistance and to encourage state leadership in desegregation. By the end of this year, that figure will have reached 20.

Since the compliance program in the South has consistently been criticized for utilizing non-schoolmen and non-Southerners, Anrig has committed his assistance program to "regionalization." His staff people being placed in regional offices "are of the region," Anrig said. "They must themselves have taught or administered desegregated schools . . . they must have some personal experience and some personal expertise to bring to the job in addition to the train-

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ng we give them. I think this a significant point." And he added that they all are public-school people, for the most part former principals, assistant superintendents or superintendents.

Anrig, a jovial red-head, is a former teacher, principal and superintendent and has first-hand knowledge of school desegregation problems. After graduating from Western Michigan College and serving two years as an Army lieutenant, he taught history in an integrated junior high at White Plains, N.Y. Later he served as principal at a school that was 30 per cent Negro and had an even higher percentage of disadvantaged students of both races. His doctoral project at Harvard was on school integration.

In 1964, Anrig left the desegregation problems of White Plains and became superintendent of Mount Greylock School District in Williamstown, Mass. "Basically, this was a great kind of school district, good school support, a college community, a wonderful place to live," Anrig recalls. "But one day I said to myself, 'Really, this is so nice, but is this where the problems are?' I decided I wanted to get back into the heart of some of the national problems, so I came to Washington."

Anrig sees special significance in the administrative reorganization of the Title IV program. His Division of Equal Educational Opportunities is within the Bureau of Elementary and Secondary Education of USOE, and he notes: "The bureau has 27 of the most heavily funded programs affecting elementary and secondary education. That's why our position is such a strategic one." Anrig meets at least weekly with the directors of other federal programs aimed at elementary and secondary education, "encouraging them to use their funds and their programs to help achieve desegregation."

The commissioner of education, Harold Howe II, also has designated Anrig as his co-ordinator for civil rights for the entire Office of Education. "In that position," Anrig explained, "I act as liaison with the Office of Civil Rights, so that when problems come up in regard to Title I (ESEA), for instance, we call on the Title I and Title VI people and discuss them." Anrig told of an Arkansas district being visited by Title IV and Title III (ESEA) people, "where we both are trying to do something."

"I see this as a major second role," Anrig said. "We have $8.5 million this year and Title III has $189 million. It would help things if they directed more of their funds in this direction." His office is encouraging "school districts to package money, to use combinations of federal funds to deal with this problem of desegregation. And we offer to help at this end."

"The things people say they would like to have the most are transportation money and construction money but neither of these are available, except in very minuscule amounts," Anrig added.

Title I (ESEA) provides aid to local school districts for poor children. Title III (ESEA) supports innovative programs.

The recent Report of the National Advisory Committee on Civil Disorders recommended expansion of Title IV into a major program to provide comprehensive aid to support local and state desegregation projects. "To accomplish this purpose, Title IV should become the vehicle for a comprehensive federal construction, technical assistance and operating grant program," the committee said. For such a program to be successful, the riot committee report continued, Congress would have to repeal the restriction that forbids federal financial support for programs designed to overcome racial imbalance.

Private civil rights groups also have criticized the Title IV program for lack of comprehensiveness, even within the bounds of the present phrasing of the law. They feel that Title IV personnel should not just assist districts in meeting desegregation problems but should work for complete reorganization of individual school systems into completely integrated units. They believe grants to state agencies encourage "tokenism," since employes with their first loyalty to the state are thought more committed to helping local districts meet minimum standards than to ending a dual school system.

At present the Title IV program is available by request of the school district or state agency, but officials at HEW and the Department of Justice have been asked by civil rights people to use more pressure in getting districts to accept assistance. A federal judge in Florida ordered the Duval County school board to request the services of the South Florida Desegregation Center, funded by Title IV.

Present indications are that the program will remain a "by request" service, although it can involve recommendations for a complete reorganization of school districts. "Our aim is to help them do a good job of desegregation," Anrig explains. "That takes us into questions not only of how to set up transportation routes, building programs, grade organization, but also once you get the kids into the school, are there instructional changes that are needed? Are there grouping changes that are needed? Do you need new kinds of services? We can advise them on these kinds of things—not make the decisions for them."

The Title IV assistance staff and the Title VI compliance staff joined in a meeting held in Atlanta this spring for the school districts that have had all their funds terminated. Of the 100 terminated districts, 67 are predominantly white and these were invited to hear suggestions of how they might become eligible for federal funds again. Superintendents from 32 districts showed up, a much higher figure than Anrig had expected. The Title IV staff will initiate another program later for majority Negro districts facing desegregation problems.

At present, there are no plans for meetings with Northern schoolmen, until the compliance program develops there. "Primarily, we are staying out of the meeting game," Anrig commented. "When we have a meeting, it is going to be for a specific desegregation problem, rather than the overall topic of human relations." ○